

Entrepreneurship
Course Number: 29:382:350
Course Title: Social Entrepreneurship

COURSE DESCRIPTION

The purpose of this course is to explore the many dimensions of social entrepreneurship. This course uses and integrates the disciplines from the business school curriculum with other social sciences to investigate, develop, and support social ventures and social businesses. We will use this working definition of social entrepreneurship for the course:

Social entrepreneurship is recognized as encompassing a wide range of activities: enterprising individuals devoted to making a difference; social purpose business ventures dedicated to adding for-profit motivations to the nonprofit sector; new types of philanthropists supporting venture capital-like “investment” portfolios; and nonprofit organizations that are reinventing themselves by drawing on lessons learned from the business world.” (Robinson, Mair, Hockerts 2009)

This course appeals to individuals who have a strong desire to become, advise or support social entrepreneurs, or work in a startup, early stage or entrepreneurial minded company or organization that make positive social impact. It also is for those individuals who are considering obtaining jobs in consulting, venture capital, or social investments where they are dealing with new or relatively new ventures.

This course is designed to teach students about all aspects of the traditional business planning process, with particular attention paid to the challenges of social venture creation. Topics will include opportunity assessment, business models in the social sector, acquiring the necessary resources to grow a new venture, and the tradeoffs between social and financial returns on investment.

COURSE MATERIALS

- Text Book: Understanding Social Entrepreneurship (2nd Edition) by Kickul and Lyons ISBN # 9781138903845
- HBS Case Studies Assigned by Professor
- Other materials posted on Canvas (canvas.rutgers.edu)

LEARNING GOALS AND OBJECTIVES

Entrepreneurship is a story of combining different forms of capital with opportunities, innovation and networks. To explore social entrepreneurship, we will consider four elements of successful social ventures:

Social Impact. *Does the venture make a significant social impact?* Social impact is a key element of a social venture. What issue or problem is the venture being set up to address? How a social venture makes the impact and where it wants to make the impacts are important strategic decisions? A social venture can make impact at different levels (e.g. community, local, regional, national) or with varying degrees of depth (e.g. intermediary, service provider, employer, or instructor).

Social Innovation. *Is the venture using a new approach to addressing the social/environmental issue?* Social ventures break new ground, pioneer new approaches, or develop new models. These ventures need to creatively navigate the economic, social, and institutional barriers to addressing the social need. Social entrepreneurs develop new approaches to addressing social problems or utilize technology to facilitate problem solving.

Sustainability. *Is this venture financially viable? Is this venture positioned to fulfill its mission over the long-term?* A sustainable social venture is financially viable and positioned to fulfill its mission. Many social ventures are not sustainable because they rely upon unstable grant-making or government institutions for their funding. Alternatively, earned-income or fee-for-service business models are generally more effective strategies for social ventures. Some social ventures are not sustainable because they have not organized their internal resources effectively to fulfill their mission. How a social venture marshals its resources to be sustainable is an important strategic decision that often separates traditional non-profit organizations from social entrepreneurship.

Measurement. *How does this venture measure its social impact and evaluate success? Are the measurement tools appropriate for this type of venture?* Measurement and evaluation are essential to social entrepreneurship. In addition to the financial metrics used by traditional ventures, social ventures must measure their impact and evaluate its effectiveness. There are many ways to measure and evaluate the social impact of a venture. The key is that the social venture is using an appropriate type of measurement tool that is in line with their theory of change.

This course is designed to help students develop skills and knowledge in the following areas:

- Identification and evaluation of social venture opportunities
- Development of a social venture concept
- Assessing and obtaining required resources
- Managing the growth of new social ventures

- Avoiding common entrepreneurial mistakes

Students who complete this course will demonstrate the following skills:

- 1) Define and articulate what social entrepreneurship is;
- 2) Assess the strengths and weaknesses of a social venture idea and a social venture,
- 3) Write an effective and professional business plan, and
- 4) Build their confidence and intuition about the entrepreneurial process of converting dreams into reality.

I will use several methods of instruction in the course: lecture, case discussion, readings, guest speakers and the project.

Lectures are an interactive experience in this course. I prepare each one with interaction in mind. I expect participants to ask questions during the lecture and to respond to questions posed by the instructor. During several sessions *guest speakers* will be invited to speak on a particular subject.

When we have *case study* readings, and in some cases, I may use *case discussion questions* to frame the topics of the week. These questions should help participants find the most important information in the case. I may ask students to prepare specific assignments as pre-work for the case discussion. It is my expectation that students will come to class with a working knowledge of the case and be prepared to discuss and defend their opinions about the subject. I will cold call students, so please read the cases thoroughly.

Textbook, article, or case study *required readings* are to be done before arriving at the class. Required readings are essential for understanding the topic for each week.

The *project* is the centerpiece of the course. This course is preparing you to write and present a complete plan at the end of the semester. An alternative to the business plan is to create a case study that profiles an entrepreneurial firm, venture capital deal or entrepreneur. Writing a case study is another lens into fully appreciating the entrepreneurial process. More details about each of these options is presented later in the syllabus.

PREREQUISITES

There are no pre-requisites for this course. Students should be enrolled and in good standing. Helpful courses that can be taken simultaneously or before this course include those foundational courses in the Business School or introductory courses in the following departments: Entrepreneurship (382), Public Administration (893), Criminal Justice (202), Social Work (910) or other relevant social science.

ACADEMIC INTEGRITY

I do NOT tolerate cheating. Students are responsible for understanding the RU Academic Integrity Policy (<http://academicintegrity.rutgers.edu/>).

I will strongly enforce this Policy and pursue *all* violations. On all examinations and assignments, students must sign the RU Honor Pledge, which states, “On my honor, I have neither received nor given any unauthorized assistance on this examination or assignment.” I will screen all written assignments through *SafeAssign* or *Turnitin*, plagiarism detection services that compare the work against a large database of past work. Don’t let cheating destroy your hard-earned opportunity to learn. See business.rutgers.edu/ai for more details.

ATTENDANCE AND PREPARATION POLICY

Each student is expected to attend every class. Many of the benefits of the class will be obtained in the classroom discussions that take place. A student’s absence not only deprives them of the benefits of class discussion, but it also deprives the rest of the class of their participation.

Your attendance affects my evaluation of your class participation. Name cards help me to remember your name and give you appropriate credit for class participation. They will assist communication both with me and among your classmates.

If you are to be absent, report your absence in advance at <https://sims.rutgers.edu/ssra/>. An absence may be excused if it is due to religious observance, a Rutgers-approved activity, illness, or family emergency/ death. Additionally, you must send me an email with full details and supporting documentation within three days and you must seek makeup work.

For *weather emergencies*, consult the campus home page. If the campus is open, class will be held.

Expect me to remain for the entirety of each class session. I expect the same of you. Expect me to prepare properly for each class session. I expect the same of you. Complete all background reading and assignments. You cannot learn if you are not prepared. Expect me to participate fully in each class session. I expect the same of you. Stay focused and involved. You cannot learn if you are not paying attention.

ASSIGNMENTS

Grades will be based upon following:

WRITTEN ASSIGNMENTS

Venture Idea	(10 Points)
Quizzes	(10 Points)
Case Analysis	(15 Points)

CLASS PARTICIPATION	(15 Points)
FINAL PROJECT	
Team Social Venture Idea	(10 Points)
Business Model Canvas	(5 Points)
Final Project	(25 Points)
Final Presentation	(10 Points)
TOTAL	100 POINTS

During quizzes and exams, the following rules apply:

- If you have a disability that influences testing procedures, provide me an official letter from the Office of Disability Services at the start of the semester.
- No cell phones or other electronics are allowed in the testing room.
- Alternate seating; do not sit next to another student or in your usual seat.
- Use the bathroom prior to the quiz or exam start.
- Your exam will not be accepted unless you sign the Honor Pledge.

CLASSROOM CONDUCT

You are responsible for your own learning.

You can expect me to be prepared and ready to work each class. I will expect you to be prepared and ready to work each class including being prepared to be called upon to discuss assignments and comment on assigned readings. You are responsible for all assignments and class discussions even if you are absent.

Quality class participation is a significant part of the class's learning process. Asking good and thought provoking questions is one way of quality participation. You should never hesitate to comment because you are concerned that you are wrong or unsure of your opinion. We all are wrong sometimes. Many of the questions that will be posed in class will be based upon the readings, the cases and the pre-work. Be prepared to comment upon your writings.

Please agree to listen to each other, not necessarily agree, but listen. Try not to interrupt. My role is somewhat different than yours. I will listen, but I also take responsibility for moving the process and the class along. Therefore, I might interrupt a discussion in order to move the class on.

I expect all students to behave with professionalism toward all constituents of the Rutgers community:

- Treat professors and fellow students with civility and respect
- By arriving on time and notifying the professor in advance of anticipated absences, late arrivals or early departures
- By using laptops or other technology in the classroom only as relevant to the material being discussed, careful to take notes silently

- By not distracting others
 - By not eating or using cell phones in class (beverages are permitted)
 - By submitting assignments in a legible and professional manner--using 10 or 12 point font, with 1 inch margins
 - Unless otherwise noted, all of the default policies for Rutgers courses will be adhered to.
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DESCRIPTION OF ASSIGNMENTS

Venture Idea

Each student will develop a one- to two-page description of a venture idea that answers the following questions. What is the name of your venture? What is the product or service you are providing? See the guidelines for this assignment on Canvas.

Quizzes There will be at least two (2) unannounced quizzes based upon the week's readings.

Case Analysis Paper

Each student is responsible for completing one (1) case analysis during the semester. Case papers are 5-7 page analyses that put the student in the role of the decision maker. In general, a case analysis identifies the challenges and opportunities in the case, presents alternatives for dealing with these challenges and proposes an approach to addressing the challenge or opportunity. The following case is eligible for the case paper: Kaboom (A). *Case papers are due at the beginning of the class the week we discuss the case.* Guidelines for case analysis are presented at the end of this syllabus. We will discuss the case paper in more detail during our 3rd week.

Final Project & Presentation

Each student will work on a semester long project with a group of students. The project will be presented at the end of the term.

A Social Venture Plan – Each group of students will take a business idea and develop it into a formal business plan, which will be presented to the class. Because of the size of the class each person cannot work independently on their own business idea. I will provide each person with an opportunity to “pitch” their business idea to the class and garner support from 2-3 other team members. If you are unable to get support from at least 2 students it is probably best to join another group.

Business Model Canvas & Revised Social Venture Idea – The Revised Social Venture Idea is a group assignment to make improvements to the original idea based upon feedback from the Professor and other students. Each group will work on a Business Model Canvas. This will also help you and your group organize the details of your social venture idea. We will discuss how a BMC works in class and you will submit a first draft of your BMC to me the first class after spring break.

Group Presentation – A final group presentation will be given on the final day of class. Details about this presentation are posted on Canvas and will be discussed in class.

Group Guidelines

- Groups will be composed of three to four students *which may be modified depending on the number enrolled in the course*. Groups will form on or before Q.
- Groups must submit entrepreneurial opportunities for approval.
- Groups will meet with me or the TA at least twice during the project. During this meeting we will serve as your external consultant and answer specific questions and give advice. There is no grade for this meeting but it is chance to clarify expectations and receive feedback from one of us.

GRADING POLICY

Course grades are based upon the cumulative total of your points on assignments. Final grades are assigned according to the following scale.

A = 93-100	C+ = 76-79.99	D+ = 66-69.99
B+ = 86 – 92.99	C = 70-75.99	D = 60-65.99
B = 80-85.99		F < 60

Note: There is no curve in this class and I rarely round up grades.

Grade posting: I use Canvas’s grade center feature to post grades. If you have questions about your grades, check here first before coming to me. In most cases, I will post grades within two weeks after you have submitted to me.

Grade grubbing: Your final grade is not subject to negotiation. If you feel I have made an error, submit your written argument to me within one week of receiving your final grade. Clarify the precise error I made and provide all due supporting documentation. If I have made an error, I will gladly correct it. But I will adjust grades only if I have made an error. I cannot and will not adjust grades based on consequences, such as hurt pride, lost scholarships, lost tuition reimbursement, lost job opportunities, or dismissals. Do not ask me to do so.

COURSE SCHEDULE
Social Entrepreneurship

Session	Topic(s)	Case	Readings
INTRODUCTION			
1	<i>Introduction to Entrepreneurship and Social Entrepreneurship</i>		Kickul & Lyons, Chapter 1

SOCIAL IMPACT			
2	<i>Identifying and Evaluating Opportunities I</i> Social/Environmental Issues, Education, Economic Development; UN Sustainable Development Goals		Kickul & Lyons, Chapter 2, 3, 4
3	<i>Field trip/ Guest Speaker</i>		
4	<i>Exploring opportunities through business planning</i>	Wanja Michuki & The Highland Tea Company (on Canvas)	Kickul & Lyons, Chapter 5 Optional Reading: Wolk, p. 1-50 & review BonnieCLAC Business Plan (posted on Canvas) <i>Social Venture Idea due () by ()</i>
SOCIAL INNOVATION			
5	<i>Social Innovation and Innovative Products/Services/Business Models</i> Social Innovation and social problem solving Using innovative Supply Chain Management for Social Good; Social Business Models		Robinson, Joshi, Vickerie, and Inouye 2019 (Link on Canvas) Optional Reading: Murray, Mulgan. Caulier-Grice (Link on Canvas)
6	<i>Organizing and Marketing Social Ventures</i> Creating International and Environmental Social Ventures; Organizing for Scale; Marketing Innovative Products and Services Social Marketing	Revolution Foods I	Kickul & Lyons, Chapter 6 Fruchterman 2012 (Link on Canvas) Optional Reading - Marketing Chapter by Dollinger (Link on Canvas)
FINANCIAL SUSTAINABILITY			
7	Guest Speaker & Group Project Meetings		Revised Social Venture Idea due by Group Meetings with Professor
	- NO CLASS		

8	<i>Social Entrepreneurial Finance</i> Startup Financing, Traditional Financing, Sources of Funding, Financial Statements	Wanja Michuki and Highland Tea Company (revisited)	Kickul & Lyons, Chapter 7 <i>Group Meetings with Professor</i>
9	<i>Impact Investing and Social Venture Capital</i>	Acumen Fund (A)	HBS Article: "The Promise of Impact Investing" Optional Reading: Report from GIIN
MEASUREMENT			
10	<i>Measuring Social Impact</i> Outputs, Outcomes, & SROI	Kaboom (A)	Kickul & Lyons, Chapter 8 <i>Group Meetings with Professor</i> <i>Case Analysis is due</i>
11	<i>Guest Speaker & Group Project Meetings</i>		
12	<i>Scaling the Social Venture</i>		Kickul & Lyons, Chapter 9 <i>Group Meetings with Professor</i>
LAUNCHING SOCIAL VENTURES			
13	<i>How to Launch Social Ventures</i>		Kickul & Lyons, Chapter 12 <i>Group Meetings with Professor</i>
14	Group Presentations (Required Attendance)		
FINAL	Final Written Business Plan Due by 8 PM		

GUIDE TO CASE ANALYSIS

Many students find case analysis to be difficult due to the relative lack of structure of most entrepreneurship challenges. No correctly answered list of questions or mechanical process will lead to the "right" answer. In fact, there is no single "right" solution to most entrepreneurship challenges. When analyzing a case, remember that there are many possible approaches and solutions. The goal is not to figure out "the answer" but to sharpen your analytic, problemsolving, and decision-making skills. The following steps outline the basic approach that you should follow when analyzing a case, whether for class discussion or in preparation for a written analysis.

First, read the assigned reading for the week of the case. The reading material should play an important role in your analysis of the case. Remember that case analysis in this course is cumulative. Thus material from earlier chapters or readings may be relevant and should be applied where relevant. Second, read the case. Take notes about the important issues that the case raises and the material from the reading that seems to apply. Ask yourself, what are the major questions that this case poses for the decision maker?

Third, analyze what is occurring in the case and why. You should be able to identify outcomes in the case and/or issues that the organization faces. These outcomes may be bad (e.g., cash flow issues, inability to expand, conflict among the business partners, inability to control operations), or they may be good. There may be numerous problems and issues. The goal of analysis is to *explain* the underlying mechanisms that are producing the outcomes or problems that you see in the situation. This process will require you to distinguish between symptoms and causal mechanisms. Consider the following example: You go to the doctor with the "problem" of a cough or a fever. It may be easy for the physician to treat the cough or fever with a number of medicines much like we could treat worker dissatisfaction by paying higher wages. However, it is important for the physician to determine the causes of the problem. If the cause of the cough is tuberculosis, then only treating the cough is apt to lead to serious long-term consequences because the underlying disease process will still be at work. Clearly the cough is just a symptom of a deeper underlying problem, the disease of tuberculosis. Good analysis cleverly weaves symptoms into a causal map that gets to the underlying root of the situation. What I will look for in your case analyses is the cogency of your explanation of the process leading to the symptoms. At the outset you are likely to struggle with this. It is a difficult and time consuming process to develop clinical skills.

Remember that specific cases are assigned because they present good opportunities to practice using different theories and frameworks. Therefore, you know in every instance that some material from the assigned reading, and often other material from earlier readings, must be applicable to the case. You will find theories and course frameworks essential for supporting your analyses. You should view the theories and frameworks as a way to explain the underlying causal mechanisms contributing to the outcomes in the case, and as a way to organize and justify your arguments. Be explicit and thorough in your use of course concepts and theories, but avoid the tendency to throw in course terminology merely as "buzzwords."

Recognize that some cases do not have problems as such. The organization may be doing quite well. Cases are real-world situations, not necessarily examples of bad management. Don't make up problems when none exist. Take the situation for what it is rather than approaching it with a point of view. Be alert for the danger that some information in some cases is coming from biased participants and therefore must be taken with a grain of salt.

A characteristic of cases is that you never have all the information that you want and there is often considerable information that is irrelevant, trivial or even obfuscating. The absence of essential information may force you to make one or more assumptions. Assumptions should always be clearly labeled as such, they must be necessary and they must be realistic. In general, you should try to avoid assumptions.

There is no need to describe events in your written analyses. This is merely a waste of space, as I have read the case and am aware of all the facts. Rather, you should use material from the case to support your analysis or to provide examples to back up your arguments. Remember, your objective is to explain, not describe or report.

At the conclusion of each written case analysis, you will need to offer recommendations for change, or recommendations for how the situation could have been better handled. Keep in mind that recommendations typically have both positive and negative consequences. For example, a solution may

eventually work but be very costly, difficult to implement and take a long time to have a significant impact. You should develop the recommendation that has maximum positive impact and minimum negative consequences.

Recommendations should logically follow from the analysis and they should be feasible. For example, firing the boss and replacing them with a better manager may be a good "theoretic" solution but it may not be feasible in a given set of circumstances. Recommendations must be effective and efficient. Killing a fly with a bomb is effective but not efficient. Few, if any, recommendations are completely without costs or negative consequences. A good analysis presents a thoughtful, balanced presentation of recommendations instead of just a one-sided argument.

Finally, make sure that your case analyses are well-written, clearly organized, and have a logical flow. Poor writing will affect your grade. It usually helps to provide a brief summary statement and "roadmap" at the beginning of the analysis to orient and guide the reader. Also make sure that any recommendations you provide follow directly from your analysis of the problem, and that your overall conclusions are consistent with your analysis.

SUPPORT SERVICES

If you need accommodation for a *disability*, obtain a Letter of Accommodation from the Office of Disability Services. The Office of Disability Services at Rutgers, The State University of New Jersey, provides student-centered and student-inclusive programming in compliance with the Americans with Disabilities Act of 1990, the Americans with Disabilities Act Amendments of 2008, Section 504 of the Rehabilitation Act of 1973, Section 508 of the Rehabilitation Act of 1998, and the New Jersey Law Against Discrimination. More information can be found at ods.rutgers.edu.

[Rutgers University-New Brunswick ODS phone (848)445-6800 or email dsoffice@echo.rutgers.edu]

[Rutgers University-Newark ODS phone (973)353-5375 or email ods@newark.rutgers.edu]

If you are *pregnant*, the Office of Title IX and ADA Compliance is available to assist with any concerns or potential accommodations related to pregnancy.

[Rutgers University-New Brunswick Title IX Coordinator phone (848)932-8200 or email jackie.moran@rutgers.edu]

[Rutgers University-Newark Office of Title IX and ADA Compliance phone (973)353-1906 or email TitleIX@newark.rutgers.edu]

If you seek *religious accommodations*, the Office of the Dean of Students is available to verify absences for religious observance, as needed.

[Rutgers University-New Brunswick Dean of Students phone (848)932-2300 or email deanofstudents@echo.rutgers.edu]

[Rutgers University-Newark Dean of Students phone (973)353-5063 or email DeanofStudents@newark.rutgers.edu]

If you have experienced any form of *gender or sex-based discrimination or harassment*, including sexual assault, sexual harassment, relationship violence, or stalking, the Office for Violence Prevention and Victim Assistance provides help and support. More information can be found at <http://vpva.rutgers.edu/>.

[Rutgers University-New Brunswick incident report link: <http://studentconduct.rutgers.edu/concern/>. You may contact the Office for Violence Prevention and Victim Assistance at (848)932-1181]

[Rutgers University-Newark incident report link: https://cm.maxient.com/reportingform.php?RutgersUniv&layout_id=7 . You may also contact the Office of Title IX and ADA Compliance at (973)353-1906 or email at TitleIX@newark.rutgers.edu. If you wish to speak with a staff member who is confidential and does **not** have a reporting responsibility, you may contact the Office for Violence Prevention and Victim Assistance at (973)353-1918 or email run.vpva@rutgers.edu]

If students who have experienced a temporary condition or injury that is adversely affecting their ability to fully participate, you should submit a request via <https://temporaryconditions.rutgers.edu>.

If you are a military *veteran* or are on active military duty, you can obtain support through the Office of Veteran and Military Programs and Services. <http://veterans.rutgers.edu/>

If you are in need of *mental health* services, please use our readily available services.

[Rutgers University-Newark Counseling Center: <http://counseling.newark.rutgers.edu/>]

[Rutgers Counseling and Psychological Services–New Brunswick: <http://rhscaps.rutgers.edu/>]

If you are in need of *physical health* services, please use our readily available services.

[Rutgers Health Services – Newark: <http://health.newark.rutgers.edu/>]

[Rutgers Health Services – New Brunswick: <http://health.rutgers.edu/>]

If you are in need of *legal* services, please use our readily available services: <http://rusls.rutgers.edu/>

Students experiencing difficulty in courses due to *English as a second language (ESL)* should contact the Program in American Language Studies for supports.

[Rutgers–Newark: PALS@newark.rutgers.edu]

[Rutgers–New Brunswick: eslpals@english.rutgers.edu]

If you are in need of additional *academic assistance*, please use our readily available services.

[Rutgers University-Newark Learning Center: <http://www.ncas.rutgers.edu/rlc>

[Rutgers University-Newark Writing Center: <http://www.ncas.rutgers.edu/writingcenter>]

[Rutgers University-New Brunswick Learning Center: <https://rlc.rutgers.edu/>]

[Optional items that many faculty include:

- Students must sign, date, and return a statement declaring that they understand the RU Academic Integrity Policy.

- Students must sign, date, and return a statement declaring that they understand this syllabus.]